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AUTHOR Holleman, I. Thomas, Jr.
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ABSTRACT

Recommendations based on findings from a study of 40 secondary schools by a commission appointed to study staff utilization in secondary schools were released in January 1958. The recommendations, dubbed the "Trump Plan," are outlined in this report. The main proposals call for (1) organization of instruction into related classes that include small-group discussions, independent study, and large classes of from 100 to 150 students; (2) employment of teacher assistants; (3) flexible schedules; and (4) recognition of students' and teachers' individual differences. The final section summarizes the pros and cons of differentiated staffing reported in recent literature and current utilization of differentiated staffs in Temple City and Florida. (MLF)

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By: I. Thomas Holleman, Jr.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE TRUMP PLAN AND THE UTILIZATION OF THE DIFFERENTIATED STAFF

The problem caused by the shortage of well-qualified teachers led to the appointment in May of 1956 of a Commission on the Experimental Study of the Utilization of the Staff in the Secondary School. The Commission was to be under the auspices of the National Association of Secondary Principals, which is a member organization of the National Education Association. Dr. J. Lloyd Trump, Professor of Education at the University of Illinois, was named Director of the Commission. Aided by grants from the Ford Foundation's Fund for the Advancement of Education, the Commission sponsored studies in approximately forty junior and senior high schools in different parts of the country.[1] Reports of progress and findings in these studies, along with several statements about staff utilization experimentation, were presented for the first time in the January 1958 issue of the NASSP Bulletin.

Throughout its study the Commission was always mindful of the problems of the school administrators. Chief among the problems of the administrator considered was that of being able to fully utilize the personal abilities and competencies of every member of his staff. It was constantly emphasized that individual differences are just as apparent in the teaching staff as in students of a school. Thus a method or plan had to be derived by which the administrator could

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[1] J. Lloyd Trump, "An Image of the Future in Improved Staff Utilization," Bulletin of the National Association of Secondary School Principals, XLII (April, 1958), 324-329.

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utilize members of his staff so that the students and the community might obtain the maximum efforts and services of the most highly competent members of the staff.[2] The plan that was formulated by the Commission was dubbed the "Trump Plan" because of the apt leadership and reporting of Dr. J. Lloyd Trump. The main proposals of the Trump Plan which make suggestions concerning the staffing of the ideal school shall now be briefly examined.[3]

I. Some classes must be smaller

The organization of instruction should provide at times classes with fifteen or fewer pupils, especially for small group discussions.

Small-group classes should combine four purposes:

(a) Provide opportunities for teachers to measure the individual student's growth and development and try a variety of teaching techniques which would suit the student's needs.

(b) Offer the therapy of the group process, whereby students are induced to examine previously held concepts and ideas and to alter rigid, sometimes mistaken, approaches to issues.

(c) Permit all students to discover the significance of the subject matter involved, and to discuss potential uses of subject

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[2]Paul E. Elicker, "The Trump Plan," Bulletin of the National Association of Secondary School Principals, XLII (January, 1958), 4.

[3]J. Lloyd Trump, Focus on Change: Guide to Better Schools, pp. 3-135.

matter, thus reversing the old manner of students receiving it passively and then repeating it on tests.

(d) Provide students with opportunities to know their teachers on a personal, individual basis.

Students have to learn how to act in small group discussion classes. "Instead of answering questions only when asked by the teacher, they will discuss concepts, learn to express ideas convincingly, listen to others intelligently, and try to understand and criticize thinking different from their own."

Teachers of small groups must learn to act differently and move away from traditional teacher roles. They must learn to point out concepts or to correct errors of fact or thinking from the sidelines of the class. They must develop an ability to perform as a consultant.

II. Independent study must be emphasized

The school should provide more opportunities for individual study both inside as well as outside of school.

(1) It should provide for differences in individual concepts and abilities. It should meet the test of practicality—as far as the student is concerned—and allow him time to study something important to him.

(2) It should permit study in depth. Study in an area of interest will lead to more interest and a search for more information in related areas.

(3) Independent study should help a student develop the ability to "go it alone." It should produce in many a greater sense of inquiry and creativity.

(4) Schools that experiment with independent study find it difficult to stimulate even the most able students to do truly creative, independent work. They are accustomed to doing only what the teacher assigns and little more.

(5) Students must be allowed to undertake special projects which they have selected or which were selected by the teacher. Teachers must learn to present materials in an openminded manner which will encourage students to question the information, re-arrange the data, seek further answers, and try to surpass previous accomplishments.

Because of more opportunities for individual study during a school week, students should spend more hours on this work than they usually spend on homework.

III. Some classes must be larger

Large classes of from one hundred to one hundred and fifty should assemble whenever the educational program calls for it. In a presentation by a teacher or a special speaker, one hundred and fifty should be the maximum class size. In viewing a film or TV program, three hundred may be grouped together.

About forty per cent of the students' time in school should be spent in large classes. Both students and teachers adjust rapidly

to large class settings.

Large group instruction should be used to:

(1) Introduce units of work.

(2) To explain terms and concepts.

(3) To demonstrate.

(4) To summarize.

(5) To give some tests.

Most students should be exposed to skilled teaching in all subjects because the most capable and experienced teachers in specific fields should be allowed to teach large classes. This helps to prevent the duplication of efforts required when teachers must teach the same subject matter to several classes.

Usually, the large group will be taught by a member of a teaching team—an arrangement whereby two or more teachers, with assistants, plan, instruct, and evaluate cooperatively two or more class groups in order to take advantage of their respective special competencies as teachers.

Large class instruction makes audio-visual aids more economically feasible. It is easier to equip one large room than five conventional rooms.

Large group classes should enable many students to benefit from presentations by outside specialists and community resource persons. Scheduled time for classes is usually forty minutes.

IV. Each of the three phases of instruction must be related

(a) Small discussion groups of fifteen students or less.

(b) Independent study in laboratories, libraries, and cubicles.

(c) Large group instruction.

Discussions among teachers and counselors in the setting of the teaching team will provide coordination of learning experiences provided for students. Each of the above should be related to the needs of the different students.

V. Teacher assistants must be used

Through the use of teacher assistants and team teaching, a school can make possible the full professionalization of teaching. Staff members should be selected for particular competencies and for specific tasks. Professional teachers should be able to call on these people for help:

(a) Staff specialists—Full-time persons who might serve several schools. Guidance, research, health, reading, instruction of exceptional children, audio-visual materials, and curriculum development are the major fields of specialty.

(b) Community consultants—Persons who are particularly competent in certain fields are called upon to make special presentations or to provide special information.

(c) General aides—Persons who perform those clerical and routine duties which usually take up much of the teachers' day.

(d) Clerks—To type, duplicate materials, and prepare reports,

grade objective tests, keep records, check and distribute supplies, take attendance, and perform other routine clerical duties.

(e) Instructional assistants—Hired to perform those tasks which fall below the professional level of teaching but which are above clerical chores.

VI. Schedules must be more flexible

There will be no bells in a school that completely follows the Trump Plan. Reason— "The bell is no respecter of students' interests or teachers' plans. Its sole function is to punctuate the day into six or seven exactly equal periods of time."

Flexibility of school schedule arrangement must be put ahead of the rigidity of the bell. The day should be divided into fifteen or twenty minute modules of time instead of equal periods, with no standard intermissions when the entire school crowds into the halls at one time.

Individual schedules can be worked out by electronic devices and thus show where each student is at all times every day. A student's schedule should not be the same for each day, and he should bear primary responsibility for keeping his appointments.

Students should be scheduled in class groups of approximately eighteen hours a week. Twelve of these hours should be in large groups of instruction and six in small groups of discussions. In addition, twelve hours should be scheduled each week for independent study. The total is thirty hours. Hours should vary according to the subject and the student's maturity.

VII. Students' individual differences must be recognized

Uniformity of education is inevitable in the area of basic skills, especially in reading, writing, listening, viewing, and speaking. Fundamental blocks of content should be acquired such as rules of grammar, simple mathematics, history, and the facts of science.

It is on the level of inquiry that individual differences should be allowed greater freedom of action. It should be recognized that the learning process is not complete apart from skills, knowledge, and inquiry. Inquiry motivates and strengthens skills and knowledge.

Three important school arrangements should provide for individual differences:

(1) A greater proportion of school time and appropriate spaces for individual work, independent of group membership, with a minimum of faculty supervision should be provided for each student.

(2) A combination of horizontal (more of the same subject or grade level) and vertical (advanced subjects) enrichment, with professional decisions determining the amount of each, should be programed to the individual student's learning speed and maturity.

(3) Flexibility in grouping and re-grouping of students must be utilized with each student's needs in mind. For example, when the learning goals of a group of individual students are seen to coincide to a workable degree, small groups should be organized on the basis of which students need a particular kind of teaching. In addition, large groups should be organized by including those with some similarity in past

achievement of skills or of content in the subject in question. Each student should have a program professionally drawn up for him as an individual. His interests, achievement, and ability will help him to select personal and vocational goals.

VIII. Teachers' individual differences must be recognized

Teachers, like students, differ in physical, mental, and social characteristics. But most schools treat them all alike in that:

(a) They have similar training programs.

(b) They are paid according to uniform salary policies.

(c) They work under standard teaching loads.

(d) They are usually confined to one classroom. This makes a farce out of equality of educational opportunities for all students because it refuses them access to the wide range of varied talents possessed by different teachers.

Schools should recognize the differences among teachers by:

(a) Team teaching.

(b) Differentiated assignments and work loads.

(c) Salary differentials.

Salary scales should have their foundation in training and experience. But the scales should also provide added salaries for different teacher assignments. The highest salaries should be paid to team leaders and teacher-specialists, those who are most skilled in small group discussion, large group instruction, and in stimulating independent study.

One of the most highly important aspects of the salary scale should be the cut in salary ceilings, so that opportunities for financial advancement by talented, career teachers will not run into a dead-end stop as they do when they reach the top of salary schedules.

The utilization of differentiated staffing

Differentiated staffing, as herein presented, is of relatively recent origin as can be seen by the 1958 date which is attached to the Trump Plan. However, since differentiated staffing can be viewed as a division of labor, the earliest manifestation of such in schools was that between teachers and custodians. As schools became larger the graded schools developed and were in use by 1848. With the graded schools emerged subject matter specialists and, at the same time, an administrative hierarchy. Even this aspect of the division of labor is currently unsettled and is still in transistion.[4]

The last two decades have brought about even greater demands for a more radical differentiation of the staff. There are demands being expressed for "school psychologists, testing experts, guidance counselors, and aides including lay playground, lunchroom, library, clerical and teacher aides."[5] An additional pressure is being felt from the new forms of "team teaching" which require a differentiated teaching staff simply in order to function. It is this latter form of

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[4]Lee and Joan Firester, "Some Reflections on Differentiated Staffing," New York State Education, LVII (March, 1970), 27-28.

[5]Ibid.

differentiated staffing that is commonly referred to when the term "differentiated staffing" is used. This term is used to imply vertical staffing which confers differentiation of function for members of the teaching team along with special requirements for these positions coupled with varying gradations of remuneration. Horizontal differentiation would encompass the older form of staffing which would imply specialization in the area of subject matter only.

Such vertical staffing, if widely utilized in the future as the current trend would indicate, would spell the death blow to the old, strongly equalitarian orientation of horizontal staffing. The new hierarchy of the teaching team staff runs counter to tradition. With its complete utilization the traditional school will cease to exist. Many educators welcome its demise for they realize that the traditionally oriented school is not meeting the needs of our highly complex, technological society.

Current utilization of the differentiated staff

Temple City did a five-year follow-up study on their graduates and discovered that they had an "outmoded curriculum and did not do an adequate job of preparing students for citizenship, life, or use of leisure time." In 1967, they assessed the needs of their students, teachers, and community. The now famous Temple City Project was put into effect in one intermediate school, Oak Avenue, in September, 1969. Very importantly, its basic organization was the result of an efficiency

study in time and staff utilization by the teachers of the system.[6]

Rozanne Weisman describes the Temple City Project in this manner:

> The four-level teacher hierarchy has all teachers functioning as classroom teachers but not the entire day. The beginning associate teacher ($6000 to $8000) has a lighter load. The staff teacher (BA plus one year, $8000 to $10,000) carries a full teaching load minus nonprofessional tasks and probably has tenure. Under a year long contract, the senior teacher is an expert in a subject or skill area, has an M. A. and earns $12,000 to $14,000. The master teacher (a curriculum or research associate) is a scholar and research specialist who can apply relevant research to classroom practice and earn $14,000 to $18,000 for 12 months. For teachers working less than a full year, additional time on the job would involve teaching, curriculum, research, study at a university, travel, or related work experience. Flexible scheduling to allow teachers to work together during the school day and to allow for small-group and individualized instruction is essential to the program.
>
> Teachers are involved in decision-making through an academic senate because they would be best informed and most responsible for implementation of decisions. The two top levels (no more than 25 percent of the staff) would not have tenure and would be evaluated by teachers who receive their services. A school manager would handle business functions to relieve the principal for instructional program tasks.[7]

Perhaps the most extensive proposal for differentiated staffing is found in Florida, where, in 1968, the state legislature provided a mandate requesting the state department of education to "develop and operate model projects of flexible staff organization, in selected elementary and secondary schools, based on differentiated levels of

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[6]Rozanne Weisman, "Staff Differentiation: Answer to the Merit Pay Debate?" Illinois Education, LVIII (November, 1969), 110.

[7]Ibid., p. 110+.

responsibility and compensation for services performed." As a result, a comprehensive feasibility study was completed, along with a plan that included role clarifications and cost analysis. Pilot projects were begun in the fall of 1970 in three counties—Dade (which includes Miami), Leon and Sarasota.[8]

The Florida model has more levels than the one at Temple City. Starting from the top, there are: a teaching research specialist (equivalent to the principal), teaching curriculum specialists, senior teachers, educational technicians, and teacher aides. Each position has a different salary range and certain educational requirements.[9]

Many local districts across the nation have incorporated various aspects of differentiated staffing (team teaching, flexible scheduling, etc.) into their educational programs. Numerous schools that have been successful with certain phases of a program are considering seriously a complete utilization of a full-blown program. The states of Wisconsin and Massachusetts appear to be boosting the concept through changes in state certification regulations.[10]

Pros and cons of differentiated staffing

According to articles by Dwight W. Allen and Joan and Lee Firester in New York State Education several advantages for a differential staff can be seen:

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[8]"Strategies for Teacher Deployment," Nation's Schools, LXXXV (June, 1970), 44.

[9]Ibid.

[10]Ibid.

1. Automatic promotion regardless of competence is eliminated.

2. Specific staff responsibilities can be identified at each level.

3. Higher salary levels can be reserved for persons performing at levels commensurate with the salary level.

4. A differentiated staff can make effective use of persons who do not wish to accept full professional responsibilities.[11]

5. The "knowledge explosion" makes it impossible for any one classroom teacher to keep abreast of new knowledge in every field. A differentiated staff makes specialization possible.

6. Specialization provides for better utilization of teacher knowledge, skill, interest and talent.

7. Differentiation of teaching involves the redefinition of the diffuse and ambiguous teacher role.[12]

On the other hand, numerous difficulties can arise in establishing a differentiated staff in a school system. Some of these difficulties are as follows:

1. It is difficult to identify differentiated staff responsibilities.

2. It is difficult to establish working relationships among a differentiated staff.

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[11]Dwight W. Allen, "A Differentiated Teaching Staff," New York State Education, LVII (December, 1969), 18-19.

[12]Firester, op. cit., p. 28.

3. A differentiated staff implies modification of the total school program.

4. There is a lack of precedence of educational decisions in systems for employing differential staffing.

5. New concepts of staff training will have to be developed.

6. Perhaps the greatest problem is the rejection of differential staffing ranks by the current staff threatened by performance criteria.[13]

THE TEMPLE CITY MODEL

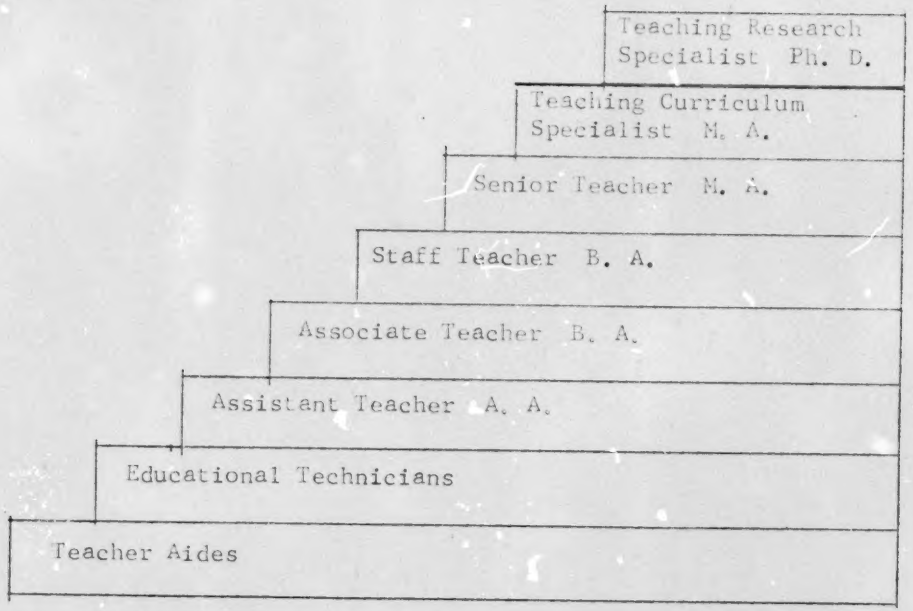
		Nontenure	Nontenure MASTER TEACHER
	Tenure	SENIOR TEACHER	Doctorate or Equivalent
Tenure	STAFF TEACHER	Master's Degree or Equivalent	
ASSOCIATE TEACHER	B.A. Degree & State Credential		
100% Teaching	100% Teaching	3/5 Staff Teaching Responsibilities	2/5 Staff Teaching Responsibilities
10 months	10 months	10-11 months	10-12 months
ACADEMIC ASSISTANTS WITH DEGREE OR EQUIVALENT			
EDUCATIONAL TECHNICIANS			
CLERKS			

[13] Allen, op. cit., p. 19.

INSTRUCTIONAL STAFF IN A SECONDARY SCHOOL
UTILIZING THE TRUMP PLAN

Type of Staff	Functions	Training	Numbers
Professional Teachers	Plan methods and materials on instruction; teach ideas, concepts, appreciations; direct learning activities; counsel and consult; supervise evaluation; assist with student activities; provide specialized services for which competent and interested; employed on year-around basis if able and interested.	Masters degree and beyond	About one for each 40 students in school
Para-professional Assistants	Perform specific aspects of teaching below professional level of teachers and above clerks; read and evaluate English themes, science reports, etc.; confer with students about their progress and provide teachers with reports; serve as laboratory assistants; supervise specific out-of-school projects; assist with student activities; typically employed 10-20 hours per week.	Usually college graduates	About 20 hours service per professional teacher
Clerks	Type; duplicate materials; check materials and prepare reports; grade objective tests; keep records; check and distribute supplies; take attendance and perform other routine duties; employed on 40-hour week basis.	High School graduate: business Educ.	About 10 hours services per professional teacher
General Aides	Control and supervise students on school grounds, in cafeteria, corridors, study halls, auditorium, etc., and at extraclass activity functions; work with students in developing maximum self-controls; assist in student activities when competent; typically employed 10-20 hours per week.	High School graduate	About 8 hours services per professional teacher
Staff Specialists	Special services in such areas as guidance, research, health, reading, aid to exceptional children, audio-visual materials and curriculum development. Full-time employees.	Highly trained in area of specialty	Indefinite

THE FLORIDA MODEL



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Allen contends that "we need a differentiated staff where not only do teachers have different compensation but also have different responsibilities." The major part of the article examines advantages and disadvantages of differential staffing.

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This article was used by Elicker to introduce and preview the Trump Plan during the first month of its publication.

Firester, Lee and Joan. "Some Reflections on Differentiated Staffing," New York State Education, LVII (March, 1970), 27-28.
Deals with the history and rationale of the division of labor in our modern teaching society.

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This article gives current strategies for teacher deployment and contrasts the Temple City and Florida models.

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The very first printing of the Trump Plan.

_____. Focus on Change: Guide to Better Schools, Chicago: Rand McNally and Company, 1961.
The complete Trump Plan.

Weisman, Rozanne. "Staff Differentiation: Answer to the Merit Pay Debate?" Illinois Education, LVIII (November, 1969), 108-110+.
Weisman defines staff utilization, presents the Temple City model, discusses the anxiety of the established staff toward differentiation, and examines several advantages and problems with special emphasis on the differentiated staff as an alternative to merit pay and its accompanying problems.